



## Flowertown Elementary School

20 King Charles Circle  
Summerville, SC 29485

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	984 Students	
<b>Principal</b>	Donna D. Goodwin	843-871-7400
<b>Superintendent</b>	Joseph R. Pye	843-873-2901
<b>Board Chair</b>	C. Gail Hughes	843-261-3806

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>Excellent</b>	<b>Good</b>
2012	Excellent	Excellent
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

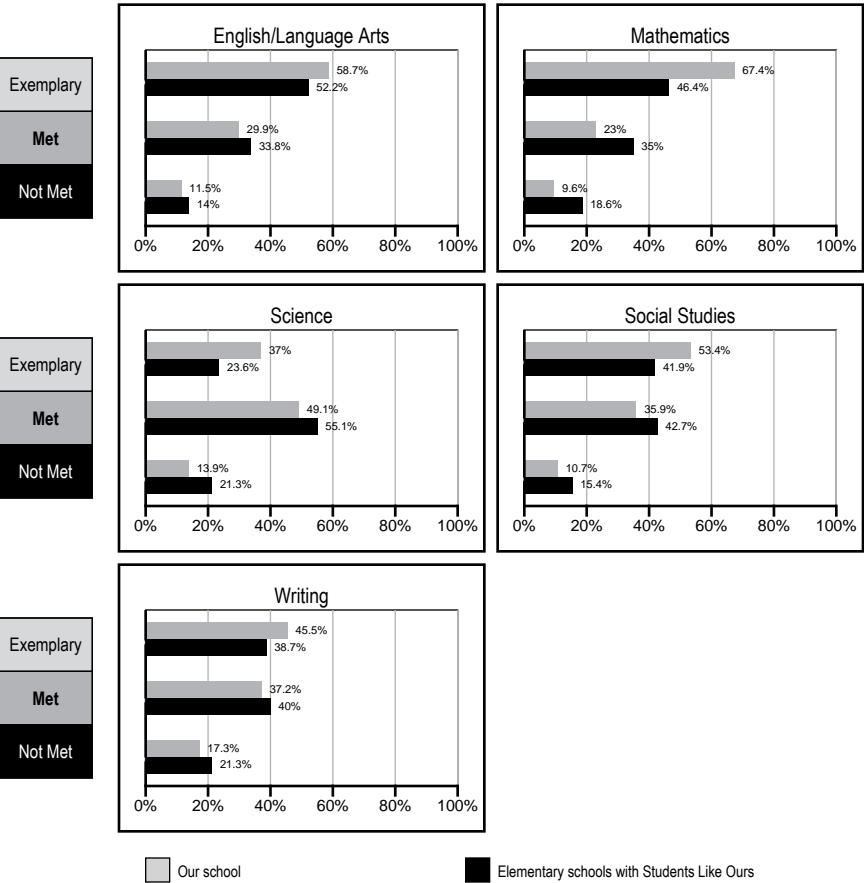
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 95.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
36	31	6	0	0

\* Ratings are calculated with data available by 12/14/2013.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=984)</b>				
First graders who attended full-day kindergarten	94.0%	Down from 98.1%	100.0%	100.0%
Retention rate	1.4%	Up from 1.1%	0.8%	0.9%
Attendance rate	96.0%	Down from 96.3%	96.5%	96.3%
Served by gifted and talented program	9.6%	N/A	10.1%	7.2%
With disabilities	11.7%	N/A	11.3%	12.4%
Older than usual for grade	1.7%	N/A	1.4%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 0.6%	0.0%	0.0%
<b>Teachers (n=62)</b>				
Teachers with advanced degrees	58.1%	Up from 56.5%	64.2%	62.5%
Continuing contract teachers	87.1%	Down from 91.9%	86.2%	83.3%
Teachers returning from previous year	89.4%	No Change	89.8%	88.3%
Teacher attendance rate	92.9%	Down from 94.6%	95.4%	95.0%
Average teacher salary*	\$48,341	Up 4.3%	\$49,290	\$48,193
Professional development days/teacher	12.3 days	Up from 11.9 days	10.7 days	11.0 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	20.2 to 1	No Change	20.7 to 1	20.1 to 1
Prime instructional time	87.6%	Down from 90.2%	90.6%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.3%	Down from 99.5%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,285	Up 1.8%	\$6,917	\$7,364
Percent of expenditures for instruction**	72.0%	Down from 73.8%	69.0%	68.0%
Percent of expenditures for teacher salaries**	70.0%	Down from 72.2%	67.0%	66.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

Report of Principal and School Improvement Council

Flowertown Elementary, our quaint small-town themed school, serves preschool through fifth grade students from diverse ethnic, socio-economic, occupational, and educational backgrounds. The strengths of our town stem from a shared commitment to the theme, vision, and mission of our school. The theme of our town, "Believe," captures the heart and soul of who we are as a school community and embodies the spirit of our vision and mission. Our vision is to Foster a love of learning, Engage all students, and Serve as a center of excellence. Our mission, to provide every child with the skills necessary to become a productive citizen, is a way of life in our town. Our strengths include: a positive school climate, community involvement, high expectations, student engagement, shared leadership, and continuous growth of all staff in professional learning communities.

We believe that involving our community in the education of our children is essential. As a Title I school, we face many challenges that include an ever-growing diversity in an increasingly transient student population. Meeting these challenges requires creating a positive climate and building relationships among our citizens. We boast an active School Improvement Council and PTA, and nineteen local businesses assist us in countless ways through their partnerships.

Our community believes that "Being the Best You Can Be Begins with Me" and that continued excellence hinges on consistently setting high expectations. This is accomplished by working with students to set and monitor academic and behavioral goals. Classroom practices that positively influence student engagement are the keystone of our vision. Our commitment to shared leadership includes involving multiple stakeholder groups in the decision-making process for our school.

Our most notable accomplishments include receiving an Excellent absolute and Excellent growth ratings on our state report card, achieving Palmetto Gold distinction for three consecutive years, and making AYP for the past ten years. Our school is a nominee for the 2012-2013 National Blue Ribbon Schools of Excellence Award. We are also a PBIS Ribbon and Banner School, and students are consistently recognized at district and state levels in a variety of competitions.

Despite growth and change in our student population, an enduring characteristic of our school is that of a small-town atmosphere promoting a positive, spirited school climate. We foster a compassionate culture in which diversity is embraced; neighbors care for and support one another; and a community in which the consideration and interest of others breathe purpose and life into learning.

Donna Goodwin, Principal    Debbie Call, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	63	124	86
Percent satisfied with learning environment	96.8%	99.2%	91.8%
Percent satisfied with social and physical environment	100%	97.6%	94.1%
Percent satisfied with school-home relations	100%	99.2%	94%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	88.3
Overall Grade Conversion	B

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Flowertown Elementary School school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☒ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.4%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%*	Yes

\* Or greater than last year

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
-----------	----------	-----------	--------------	---------------------	--------------	---------------

Grades 3-5

All Students	682.1	687.7	646.5	666.8	99.8	99.8
Male	676.5	685.1	646.7	667.0	99.6	99.6
Female	688.6	690.6	646.2	666.6	100.0	100.0
White	690.7	697.7	655.9	672.1	100.0	100.0
African American	657.9	657.8	619.3	645.5	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	616.1	610.3	596.1	612.7	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	666.3	670.2	630.8	651.1	99.6	99.6
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2012	3	168	100	8.2	17	74.8	91.8
	4	183	100	10	36.5	53.5	90
	5	156	100	8.8	33.3	57.8	91.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	154	99.4	11	15.9	73.1	89
	4	167	100	10.4	33.1	56.4	89.6
	5	177	100	12.4	38.8	48.8	87.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2012	3	168	100	8.8	20.1	71.1	91.2
	4	183	100	4.7	29.4	65.9	95.3
	5	156	100	7.5	29.9	62.6	92.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	154	99.4	12.4	13.1	74.5	87.6
	4	167	100	9.8	24.5	65.6	90.2
	5	177	100	6.5	30	63.5	93.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2012	3	85	100	23.2	43.9	32.9	76.8
	4	183	100	16.5	70	13.5	83.5
	5	77	100	19.2	54.8	26	80.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	76	100	5.6	47.9	46.5	94.4
	4	167	100	15.3	43.6	41.1	84.7
	5	87	100	18.3	61	20.7	81.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	83	100	3.9	28.6	67.5	96.1
	4	183	100	8.2	54.1	37.6	91.8
	5	79	100	10.8	39.2	50	89.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2013	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	78	98.7	10.8	28.4	60.8	89.2
	4	167	100	8.6	38.7	52.8	91.4
	5	90	100	13.6	37.5	48.9	86.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2013	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	158	99.4	10.8	39.9	49.3	89.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2013	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	155	100	20.3	34.5	45.3	79.7
	4	165	100	16	41.4	42.6	84
	5	176	100	15.8	35.7	48.5	84.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2013	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample